

Whaddon C of E School

Special Educational Needs

(Information) Regulation Annual Report 2025-2026

Information for Parents of children with special educational needs or disabilities

Schools are required to publish information about services they provide for children with disabilities and Special Educational needs. This is called the 'Local Offer'. The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally.

All mainstream schools and maintained nursery schools are required by law to produce an annual Special Educational Needs Report, [[Special Educational Needs \(Information\) Regulations Clause 65](#)] and to make the report available on their school website.

A copy of our SEND policy can be found on our website in the “Special Educational Needs” section alongside this document.

Our school Accessibility Policy and Plans are also published on our school website.

At Whaddon C of E School, we strive to support all children to enable them to reach their full potential and shine. Many steps are taken to support them through their learning journey with us. We provide high quality teaching, for all our children however, for some children there are occasions when further, additional support or adaptations may be required.

Our school policy for identifying and assessing pupils with SEND:

How do we know if a child needs extra help?

We know when children need additional help if:

- concerns are raised by parents/carers or teaching staff.
- concerns are raised by the child’s preschool/nursery or former setting.
- limited progress is being made.
- attainment is low in comparison with his/her peers.
- a marked variance or change in current rate of progress to that previously achieved is evidenced.

The progress and attainment of all children is closely monitored through termly reviews, as well as continuous in class learning walks and half termly SEN meetings between the SENCO and class teachers. Where children are identified as not making expected progress, in spite of high quality teaching, they are discussed with the SENCo and an appropriate plan of

action is agreed. This may be in the form of observations, 1:1 work with the SENCo or implementation of adaptation and resources to reduce or remove barriers.

What should I do if I think my child may have special educational needs?

- Children with SEND have learning difficulties, emotional barriers, sensory processing needs and/or physical disabilities which make it harder for them to access learning than most children of the same age without some intervention, support or scaffolding.
- The class teacher is the initial point of contact for responding to parental concerns.
- If you have further concerns, please contact Mrs Prior, who is the school SENCo.

Parents sometimes ask us to look more closely at their child's development and possible barriers to their learning. We take every parental concern seriously and investigate them fully. On most occasions, the concern is addressed through further modification and adaptation/reasonable adjustments to teaching approaches to learning as part of Quality First Teaching. Some children may require additional in-house support such as a small group intervention, or an assess, plan, do and review document (APDR) to further support their individual needs. On occasions, parents may be signposted to other agencies and services such as their local GP. Where appropriate and services are available, the school may make an outside agency referral. N.B. Although the school can identify traits of special educational needs, we cannot provide a diagnosis. Parents are advised to contact their GP in these instances where referrals can be made to the most appropriate external agency.

Assessing and reviewing the progress of pupils with SEND

The attainment and progress of children with SEND is monitored closely and cross referenced to that of all pupils, through termly attainment and progress reviews, day-to-day observations, work scrutiny, pupil voice interviews and data analysis. Teachers continually review the progress of children with SEND in their class and assess them against the key objectives taught throughout the curriculum and against the individual targets on their EHC Plan/SEN Support Plan/APDR plan. Termly SEN review meetings take place with the class teacher and parents present to review outcomes and set next steps.

Evaluating the effectiveness of our provision for pupils with SEND

The impact and effectiveness of provision for children with SEND is monitored and evaluated in the following ways:

- analysing pupil progress and attainment outcomes [class teacher, subject leaders, SENCo]
- analysing the impact of targeted interventions on pupil outcomes. [SENCo and class teacher/TA]

- examining the target outcomes of termly SEN/APDR review meetings. [SENCo and class teacher/TA]
- observing evidence based interventions and Quality First Teaching. [subject leaders/SENCo]
- carrying out work and planning scrutiny and pupil voice interviews [subject leaders/SENCo]
- discussions with staff, parents, children and outside agencies where available. [class teachers, SENCo]

The named SEND governor [Mrs Kim Clarke] also reports on the effectiveness of provision to the Governing Body.

The School's Approach to Teaching Pupils with Additional Needs.

How will the curriculum and learning environment be modified to meet my child's needs?

The class teacher is responsible for planning and adapting the curriculum to meet the needs of all the children in their class. High quality Teaching is always the first intervention. Tasks are adapted to meet each child's individual needs. Where a child has been identified with additional needs, his/her tasks may be further modified by the class teacher to enable the child to access the curriculum more easily. For example, teachers may simplify the task, reduce the number questions on a page or provide scaffolding, modify the language they are using, support the teaching of concepts with visual cues or use IT equipment to support learning.

Where available, teaching assistant/ small group support may be provided. The specific requirements relating to the pupil's individual special needs and learning styles will be taken into consideration when planning, to enable them to access the curriculum effectively and fully. Appropriate, specialist/adapted equipment may also be provided for the child e.g. writing slopes, pencil grips, wedged cushions, easy to use scissors. Adaptations to the environment will be made as required, so that all children can access resources and so that the classroom furniture and room layout caters for the needs of all pupils, reduces sensory over stimulation and distractions and support independent access to resources that may help a pupil secure focus and retain more information for later use.

Tailored Intervention Group Support

If a child has needs related to specific areas of their education, such as spelling, handwriting, Maths or English skills etc, the child may participate in a small focus intervention group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary, according to need, but will generally be for a six-week to twelve week period. Staff involved will regularly review the effectiveness of the provision and this will inform future planning. Interventions will be evaluated for impact and fidelity.

APDR and SEN Support Plans

In certain cases, the class teacher will devise an individual APDR Plan which is a short-term plan designed to support the child with specific areas for development. This will be discussed with parents, in order to obtain the maximum impact and encourage a collaborative approach between home and school. These short-term targets will be addressed at the end of each term. If after a series of APDR cycles, the child's progress remains concerning, the child may progress to an SEN Support plan. An SEN support plan identifies a child's strengths and areas for development, with specific SMART outcomes and provision are planned to support his/her needs at a school level. These are also reviewed termly.

EHC Plans

There may be occasions when the amount of support or resources required for the child exceeds that available at the school: e.g sensory/breakout spaces, level of experience or training, prohibitive learning spaces. In this case, the school and parents will apply to the Local Authority for an Education and Health Care Plan. Before this can occur, a great deal of evidence needs to be gathered and collated to present to the SEN panel, along with an EHCNA form. If successfully granted, an EHC Plan may provide extra support or funding in order for the school to be able to more fully support the educational needs of the child. An EHCP does not guarantee additional funding, nor does it guarantee 1:1 support for the child, once it is issued. It may be that the Local Authority, in agreement with the parents, decide that a more specialised setting/provision is more appropriate for the needs of the child, or that the needs of the child can be met at their current school, with extra support put in place.

Outside Agencies

Occasionally, a child may need more expert support from an outside agency such as the Speech and Language therapy, Occupational therapy, CAMHS and/or Community Paediatrics etc where these services are available and the threshold for referral is met. NB Currently, access to outside agency support is very scarce and schools are typically signposted to websites to develop their own programme of support. The threshold for an appointment with the community paediatrician is very high, and the waiting list is currently over 24 months long.

How will I know how my child is doing?

All children who hold an APDR Plan, SEN Support Plan or EHC Plan, will be set a series of smart and measurable termly targets according to their areas of need. These will be regularly monitored by the class teacher and SENCo. These targets will be reviewed with parents at a termly meeting where progress against previous targets will be assessed and new targets set. This is in addition to the normal cycle of parents' evenings and end of year report. Parents will be asked to sign the new plan and will be provided with a copy to support at home. Children with an EHC Plan will also have a statutory annual review meeting.

Your child's class teacher will be available at the end of day, if you have any ad-hoc queries. Appointments can be made to speak in more detail to the class teacher or SENco by emailing the school office office@whaddon.bucks.sch.uk

How will you help me to support my child's learning?

- The class teacher, in liaison with the SENCO, will suggest ways of how you can support your child. At the termly review meetings they will discuss with you strategies to support your child at home.
- If outside agencies or a Private Educational Psychologist has been involved, suggested strategies are normally provided, some of which can be adapted to use at home. Recommendations in reports from professionals, such as dyslexia assessors, are just that and schools are not expected to implement all recommendations, but to implement the strategies in the report that are reasonable.

What support will there be for my child's well-being?

- The school offers a wide variety of pastoral support for children who are encountering emotional difficulties such as: opportunities to chat to trusted and familiar members of staff.
- Whaddon C of E School is highly nurturing, and has a caring and Christian ethos of support and encouragement. We want everyone to shine! As a small school, all children are well known to all staff. We employ positive strategies to engage children and all our staff are very aware of the levels of wellbeing of the children they work with and highly attuned to any changes in pupil behaviour, presentations or demeanour. Members of staff, such as the class teacher, TA and SENco are readily available to children who wish to discuss issues, worries and concerns. Should a small group of children with similar issues arise, a social and emotional programme can be implemented such as ELSA or socially speaking.
- Zones of regulation is used across the school and daily checks-ins for wellbeing are conducted in each registration point in the day and any children reporting a wellbeing score of 3 or lower will be offered the chance to speak to an adult about this score.

Children with medical needs

- If a child has a medical need then a detailed Health Care Plan is compiled with input from parents/carers and in consultation with the school nurse if appropriate. These are discussed with all staff who work with the child.
- Staff receive training to support pupils in their care, for example, Epi-pen/ auto injector training, Paediatric First Aid Training and Asthma training.
- Where necessary, and in agreement with parents/carers and the Head Teacher, prescription medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

- Anti-biotics must have been administered twice, at home, before bringing them into school to administer, to mitigate any allergic reactions.
- Parents are responsible for ensuring the medicine in school is in date and providing more once the medicine in school expires or is used up.
- The school has 6 members of staff with paediatric First Aid training and one member of staff trained in Managing Medicines.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive more specialised expertise. Professionals include:

- Educational psychologist service
- Community Paediatrician
- CAMHS (children and adolescent mental health service)
- School nurse
- Speech and language service
- Children's Social Care
- Behaviour support outreach workers (PRU)
- Early years support team
- Occupational therapy (post-operative care prioritised)
- Buckinghamshire specialist teaching team.

NB: Specialists would only tend to work directly with children on EHC Plans whose needs are felt to be quite considerable. In other cases, they provide phone advice or signpost school staff to their websites.

The school's arrangement for training staff in relation to pupils with SEND

- Specialist training can be accessed where available through the Speech and Language Therapy service, Occupational Therapy, private Educational Psychology services, the Specialist Teaching Service and the School Nursing Service.
- Training is prioritised to meet trends or needs emerging in the school and fill gaps in adults pedagogy
- Whole staff training on administering Epipens for anaphylaxis and Managing Asthma in Schools is accessed in person, at least annually.
- All support staff are made fully aware of individual children's Special Educational Needs and associated plans. Specific interventions are explained and modelled by the teaching staff where

required to ensure consistency of support. All our support staff are highly experienced in delivering intervention support and reviewing the effectiveness of them, with the SENCO.

How will my child be included in activities outside the classroom including school trips?

- Activities, clubs and school trips are available to all, subject to a risk assessment.
- Risk assessments are carried out and procedures are put in place to enable all children to participate, where possible in a way that is manageable and safe.
- However, if it is deemed that an intensive level of 1:1 support is required then a parent or carer may be asked to accompany their child during the activity or be nearby, to support the child.
- If the safety of any child is at risk, the school may decide, with the parents, that participation in the activity is not appropriate, an alternative arrangement will be made or modifications to the duration of the experience will be considered.
- Prior to organising any offsite visits, the staff will visit the site and conduct a risk assessment keeping in mind any known SEND requirements and specific needs and how these will be mitigated.

How accessible is the school environment?

- The school is a single storey building with four classrooms. To access two of the classrooms, from outside, there are steps. The classrooms have steps up over the threshold and a lower threshold doorway at the back of one room and to the side of the other.
- To access the school hall, there is a step up and the side doors also have a stepped threshold.
- Personal Emergency Evacuation Plans (PEEPS) are written for every child or visitor with a physical disability or who may require support to identify exit routes, relevant staff and procedures, in the event of an emergency evacuation.

Governing Body

The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory SEN policies as defined by the DfE.

How will the school prepare and support my child when joining Whaddon C of E School or transferring to a new school?

Many strategies are in place to enable the child's transition to be as robust and smooth as possible.

- Discussions will take place between the previous or receiving schools prior to the child joining/leaving, including meetings where children have more specialised needs.
- All children attend a transition session where they spend some time with their new class teacher. Additional visits are also arranged for children who need extra time in their new school.
- Staff from the receiver school will be invited to visit children in their current setting prior to them joining their new school.
- The Early years teacher and either the TA or Mrs Prior attend home visits with pupils and parents.
- Mrs Prior meets parents/carers, prior to their child joining Whaddon C of E School.
- The EYFS teacher and TA will visit all new intake children in their nursery settings prior to starting school and will speak to the child's Key worker.
- Mrs Prior will liaise with the SENCOs from the other schools.
- Visual prompts will be provided to support the child with information that will help them navigate the school and life in it, until they join.

The school's arrangements for pupils with SEND transferring to secondary school. [Pupils with EHC Plans]

- During the transition meeting annual review that takes place in the Spring term of Year 5, prior to the child transferring to senior school (at the end of year 6), plans are made and parental preferences expressed for the child's next school. Consideration is given to the potential challenges a child may encounter when adapting to a new environment, teachers and peer group, as well as the academic and social expectations of a new school.
- Once a place is offered, staff from both settings liaise to ensure that a smooth transition is facilitated.
- The needs of each child are discussed thoroughly and the new provider is informed of any modifications and specific provision required for the child to fully access the curriculum and life of the school.
- A member of staff from the new setting is invited into school to see the child in their familiar and usual surroundings.
- Parents are strongly advised to visit all potential 'next settings' prior to making their final choice. The school would recommend that where appropriate, the child also accompanies parents on these visits.
- At the final annual review, the SENCo from the preferred or named new school is invited to the annual review meeting to meet the parents and child and to share information regarding proposed targets to support a smooth transition for the child.
- If extra support is required, photographs of key places and people in the new setting are taken and shared with the child at home to familiarise them with the new setting and prepare them for transition. Additional 'taster'/familiarisation visits may also be organised in the Summer term of Year 6.
- Previous reports from external agencies and SEN Support Plans or Education Health Care Plans are securely transferred to the new provider.

Who can I contact for further information?

- If parents/carers have a specific concern they should contact the class teacher in the first instance who will liaise with the SENCo /head teacher as appropriate.
- Follow up meetings will be arranged where necessary. Telephone calls/emails, virtual or face to face meetings can be offered to best meet the needs of parents.
- Termly reviews will take place with class teachers and parents for all children on APDR, SEN and EHC Plans.
- Formal invitations to annual review meetings will be sent to parents of pupils with EHC Plans.
- Time will be set aside at parent consultations and outside of parent consultation meetings to discuss concerns and support.
- The school operates an 'Open Door' Policy

The name and contact details of the school's SEND co-ordinator

Name: Mrs Sarah Prior

Email: office@whaddon.bucks.sch.uk

Tel: 01908 501719

The contact for compliments, concerns or complaints from parents of pupils with SEND

Name: Mrs Sarah Prior [Head Teacher]

Email: office@whaddon.bucks.sch.uk

Tel: 01908 501719

The school governor responsible for SEND is Mrs Kim Clarke

The school contact details are available via the school website–The class teachers or SENCo can be contacted by telephone on 01908 501719 or by email office@whaddon.bucks.sch.uk

The school's/Complaints policy can be found in the Policies section of the school website.

If you have any questions regarding SEND matters do not hesitate to contact us.

Roles & Responsibilities of the Special Needs Co-ordinator (SENco).

The SENco is responsible for ensuring the effective the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEN. They will liaise with staff to ensure children with SEN have full access to the curriculum and will monitor the child's progress and plan further interventions where progress is slower than expected.

The School's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please visit their website:

<https://familyinfo.buckinghamshire.gov.uk/send/>

Glossary of terms:

There are many SEND terms that are abbreviated which can lead to confusion. Key terms are listed below.

SEND – Special Educational Needs and Disabilities

SENco – Special Educational Needs and Disability Coordinator

EHCP – Education and Health Care Plan

APDR Plan – Assess, Plan, Do, Review

SSP-School Support Plan.

EP – Educational Psychologist

SALT – Speech and Language Therapy

OT-Occupational Therapy

DfE – Department for Education

Written by: Sarah Prior December 2025

Headteacher and SENco

Ratified by Governors: September 2025